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ABSTRACT

This demonstration introduced microcomputers into St. Amant High School in Louisiana by instituting a word/information processing program. Microcomputers, printers, and necessary software were purchased, and the manufacturer's educational representative instructed the word/information processing teacher on the operation of the equipment. The word/information processing classroom now include computer systems, typewriters, a shorthand laboratory, and dictation and duplicating equipment. During the first year of the project, 96 students participated in the course, at a cost of approximately $50,000. Students learned about word processing and received hands-on experience in its use. The major strength of this demonstration program was the updating of the St. Amant High School business department with up-to-date equipment that is in line with current technology. The project also promoted a good relationship with local business people who were involved in the program and became aware that the students could operate such machines in their offices. Recommendations for future approaches in the local system include purchase of at least five microcomputers, updating of equipment as needed, and maintenance of good relationships with local businesses. (Materials related to this project, such as unit checklists, learning objectives, and equipment specifications, make up a large part of this report.) (KC)

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ASCENSION PARISH

FINAL NARRATIVE REPORT FOR THE EXEMPLARY PROJECT

Word/Information Processing with Microcomputers in Business Education

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Date: 11/26/84

CE 034 546

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INTRODUCTION

The following is a report of the 1983-84 Ascension Parish "Exemplary Project", Word/Information with Microcomputers in Business Education, which terminated November 17, 1984.

This narrative report is compiled as stated in the evaluation and dissemination section of the original proposal.

This program was developed and taught under the direction of Mrs. Marine Nobile. Mrs. Nobile currently teaches word processing and typewriting in the business education department at St. Amant High School.

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Specific Accomplishments in Relationship to Projected General Goal

General Goal

To introduce microcomputers into the school system by instituting word/information processing.

In order to accomplish this goal, microcomputers, printers, and necessary software were purchased. The manufacturer's educational representative instructed the Word/Information Processing teacher on the operation of the equipment.

The Word/Information Processing classroom now includes computer systems, typewriters, a shorthand laboratory, dictation and duplicating equipment.

(See Appendix A for Equipment Specifications and Appendix B for Software Specifications.)

Specific Accomplishments in Relationship to Projected Objectives

Objective 1

The students will define word processing and describe its roll in business and society.

The above objective has been met by presenting the following units to the student. The student was introduced to these basic concepts, given examples to help clarify the concepts, and tested on his/her knowledge of these concepts:

A. History, Growth, and Importance of Word Processing

B. Interfacing Word Processing with Other Systems

C. Applications of Word/Information Processing

Objective 2

The students will develop a working knowledge of the word processing cycle: The recording process (longhand, shorthand, or dictated), the input process (keyboarding), the revision process (correcting and editing), the filing process (storing and retrieving), the output process (final printed copy).

In order to meet this specific objective, basic word processing concepts and case situations were studied. The flowchart of the word processing cycle was traced and an analysis was made of all case situations. Then the students processed his nine week report through the word flow cycle.

Objective 3

The students will have "hands-on" learning experience using microcomputers.

This objective was met by having each student learn two popular word processing programs: first semester, Easy Writer; second semester, Word Star. Much time was given developing microcomputer skills using these two programs.

Objective 4

The students will organize and manage a microcomputer work station efficiently.

The design and layout of work areas were studied along with the organization and layout of secretarial services. Then students were asked to draw out a work station for a small business. Using the equipment available to them, a microcomputer station was set up and maintained through a word processing practice set.

Objective 5

The students will identify career opportunities in word processing.

In order to meet this objective, students studied the many job titles in word processing. One nine weeks each student gave reports to the class describing a different career available in word/information processing. Guest speakers in these areas were then invited to speak to the students about the job opportunities available to them.

Objective 6

The students will set priorities for tasks and make decisions.

The ten procedures for control used in a word processing system were discussed and studied. These procedures were applied (in the actual word processing cycle: input, output, revision, distribution, and storage) by using WORD PROCESSING APPLICATIONS IN PRACTICE.

Objective 7

The students will exhibit desirable character traits in handling confidential matters.

In order to accomplish this objective, the students were introduced to case study examples and asked to determine appropriate behavior for each case studied.

Objective 8

The students will develop a positive attitude in working and getting along with others.

The students were given examples of situations and asked to describe positive and negative attitudes in all situations and list desirable traits.

Statistical Data

The following is a statistical breakdown of the students enrolled in the first year of this pilot program.

Total Number of Students	96
Total Female Students	89
Total Male Students	7
Total Black Students	3
Total White Students	93
Total Handicapped Students	0
Total Disadvantaged Students	31
Total Disadvantaged Male Students	2
Total Disadvantaged Female Students	29

Financial Report of Expenditures

Federal Project Expenditures

Equipment	$ 25,199.13
Software	1,500.00
	$ 26,699.13

Local and State Expenditures

Supervisor Salary - 5%	$ 1,707.60
Secretary Salary - 5%	595.20
Teacher Salary - 100%	20,500.00
Retirement of Personnel	1,548.71
Personnel Insurance	633.67
Dustless Chalkboard	276.00
Upgrading Computers to 128K Memory	520.00
Office and Printing Expense	200.00
	$ 25,918.18

REQUEST FOR REIMBURSEMENT TO THE
OFFICE OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION

FORM VE-200 DETAIL

1983-84
Fiscal Year

DAVID J. OUBRE
ASCENSION PARISH SCHOOL BD.
P. O. BOX 189
DONALDSONVILLE, LA 70346

State of Louisiana
Department of Education
OFFICE OF VOCATIONAL EDUCATION
Post Office Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

Ascension Parish School Board
Applicant (Legal Name of Agency)

INFORMATIONAL DATA AND LOCAL EXPENDITURES

For Each Vocational Program

EXEMPLARY PROJECT

Word/Information Processing with Microcomputers in Business Education
Vocational Education

Page 1 of 1 Page(s)

1. Name of Vocational Teacher	2. 9 Months Salary Including State and Local Funds	3. Teacher Retirement	4. Pro Rata Time Voc. Subj.	5. 9 Months Vocational Salary (Col 2)x(4)	External Employment 6. Salary	External Employment 7. Retirement	8. Adult Class Salary	9. Teacher Aide	10. Total Vocational Salary (Col. 5-9)	11. School	12. Vocational Travel	13. Vocational Supplies	14. Other	15. Vocational Equipment
										St. Amant		1,500.00		25,199.13
GRAND TOTAL												1,500.00		25,199.13

Total Local Expenditures (Add Columns 10, 12, 13, 14, 15) $26,699.13
(To be Completed by Louisiana State Department of Education)

Page ____ of ____ Page(s)
PART ____

Expenditure Item	Total Local Expenditures	Reimbursement
1. Salary & Retirement (Column 10)	$	$
2. Travel (Column 12)		
3. Supplies (Column 13)	1,500.00	1,500.00
4. Other (Column 14)		

Expenditure Item	Total Local Expenditures	Reimbursement
5. Sub-Total (1 - 14)	$ 1,500.00	$ 1,500.00
6. Indirect Cost: Rest. Rate ____		
Unrest. Rate		
7. Equipment (Col. 15)	25,199.13	25,199.13
8. Total	$26,699.13	$26,699.13

Section Chief/Director, Vocational Education

7/16/84
DATE

All of the Federal money awarded for this project was used to purchase microcomputers, printers, and software. Salaries for personnel was provided by local and state funds.

-5-

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Results of Evaluation by Students

An evaluative instrument was developed to be issued to students enrolled in the Word/Information Processing pilot course. (See Appendix C.) The results of this evaluation by students are given in percentage of responses. Ninety-six students submitted evaluation responses.

	Yes	No
1. Can you define word processing and describe its role in business and society?	100%	0%
2. Did you devleop a working knowledge of the word processing cycle: the recording process (longhand, shorthand, or dictated), the input process (keyboarding), the revision process (correcting and editing), the filing process (storing and retrieving), the output process (final typewritten copy)?	100%	0%
3. Did you have "hands on" learning experience using microcomputers?	100%	0%
4. Did you organize and manage a microcomputer work station efficiently?	100%	0%
5. Did you identify career opportunities in word processing?	100%	0%
6. Did you set priorities for tasks and make decisions?	100%	0%
7. Did you understand the desired character traits required when handling confidential matters?	100%	0%
8. Did you develop a positive attitude in working and getting along with others?	98%	2%
9. Do you feel that as a result of being enrolled in the computer course, you will be educationally advantaged in a job market requiring computers?	100%	0%
10. Will you recommend that other students take this computer course?	100%	0%
11. Did you like this course?	100%	0%
12. If "No" why?		
13. What did you like the most about this computer course?		

A summary of the comments for Question 13 is as follows:

A. We received experience at the computer.
B. We had an opportunity to explore the business world.
C. We liked working with different programs.

14. What did you dislike the most about this computer course?

A summary of the comments for Questions 14 is as follows:

A. Nothing
B. Not enough computers
C. Oral reports

15. What was the most interesting section or topic of the computer course?

A summary of the comments for Question 15 is as follows:

A. Learning about D.O.S.
B. Using Easy Writer
C. Learning how the keyboard works

16. Are there any sections in this course that should be eliminated? If "Yes", what are they and why?

A summary of the comments for Question 16 is as follows:

A. Eliminate working on typing skills
B. No, they were all very interesting.
C. Taking notes

17. What do you think should be changed or added to this computer course in order to make improvement?

A summary of the comments for Question 17 is as follows:

A. More computers
B. More printers
C. More class time

18. The following is a summary of general comments the students made about the program.

A. They loved the course.
B. They didn't know anything about computers, until they took the class.
C. They don't want to use typewriters anymore.

Results of Evaluation by Staff

An evaluative instrument was developed to be issued to teachers, principals, and supervisors involved in the program. (See Appendix D.) The results of this evaluation by staff members are given in percentage of responses.

	Yes	No
1. Do you feel that as a result of this project, the students in your school will be educationally advantaged in a job market requiring computers?	100%	0%
2. Do you feel that your students will be advantaged in the job market requiring word/information processing?	100%	0%
3. Do you feel the students have been given the opportunity to evaluate their interests and abilities in making a career choice involving computer technology in the business field?	100%	0%
4. Do you feel the project has updated the business department in order to improve the quality of the program?	100%	0%
5. Do you feel the equipment purchased is of quality necessary to carry out sufficiently the objectives of the project and future needs of the course?	100%	0%
6. Do you feel the equipment being used in the program is similar to actual equipment used in industry and business?	100%	0%
7. Do you feel the computer project in word/information processing being piloted in the business education department should be continued as a permanent program in the department?	100%	0%

8. What do you consider the most important features of the project "Updating the Business Department by Introducing Word/Information Processing at the Microcomputer?"

A summary of the comments for Question 8 is as follows:

It was unanimously agreed by all staff members that the most important feature of the project was the upgrading of the department with modern equipment.

9. What do you consider to be the main deficiencies of the project?

A summary of the comments of Question 9 is as follows:

The main deficiency of the project appears to be the lack of a computer for each student in the class.

10. What do you think should be changed or added to this computer course in order to make improvements?

A summary of the comments for Question 10 is as follows:

A. Additional software is needed.
B. More copies of one software package should be available to the students.
C. Funds should be available annually for software.

11. The following is a summary of general comments the staff made about the program:

A. Computers should be installed for each student.
B. Additional software should be provided.
C. From what the students say, Word Processing is fun and a learning experience.
D. Funds should be provided for the upgrading of equipment to keep up with the rapid pace of technology.

Assessment of Strengths and Weaknesses

Strengths

The major strengths of this exemplary program was the updating of the St. Amant High Business Department with modern up-to-date equipment that is in line with current technology. The equipment purchased was of superior quality and comparable with what the student will meet in the modern business office. The students, as a whole, seemed to enjoy working with the machines. Other strengths:

A. Good working relationship with the teachers in other areas of education that ware involved with computers: computer science, auto mechanics, math, and career education. An exchange of ideas between departments enhanced the programs in all areas of education.

B. Good working relationship with the St. Amant High School office that was purchasing the computer equipment.

C. An exchange of ideas between students and business people who were invited to speak to the classes.

D. Good relationships developed between interested parents, students, and teacher.

E. Businesses became aware that our students could operate their up-to-date equipment and began calling for such students.

Weaknesses

The major weakness of the program was the lack of computers. Because two students were assigned to one computer, their "hands-on" experience was limited to half of the possible time, thus making the progress exceedingly slow.

A. Some software packages could only be used at one computer at a time.

B. High cost of some software packages.

Recommendations for Future Approaches in the Local System

A. Acquisition of at least five microcomputers as soon as possible.

B. Yearly provision of a software acquisition budget so that a considerable library of software can be obtained.

C. Continuous involvement with local businesses to determine what skills are needed of our students.

D. Provision of long-range plans that would include the upgrading of the equipment in the classroom as the need arises.

Unit Evaluation Checklist

The teacher and supervisor reviewed the specific objectives that were to be accomplished for each unit. Checklists have been created to determine if the objectives for each unit have been met.

Did the teacher emphasize and discuss the following:	Yes	No
Unit 1		
1. How words are processed		
2. Why a new system for processing words is needed		
3. The organization of secretarial skills		
Unit 2		
1. The word processing cycle		
2. The interfacing of word processing with other systems		
Unit 3		
1. The role of dictation equipment and word processors		
2. Efficient procedures		
3. Proper environment		
Unit 4		
1. The seven methods of input		
2. The three categoreis of dictation equipment		
3. The different forms of input media		

Unit 5 Yes No

1. The development of text-processing equipment
2. The different forms of storage media used by text editing systems
3. The printing devices

Unit 6

1. Who are the users of word processing?
2. Types of documents processed by word processors
3. Features of work processors

Unit 7

1. Why are procedures needed?
2. What are the common procedures for control in a word processing system?
3. What kind of problems occur when there are no defined procedures?

Unit 8

1. Organization and layout of secretarial services within companies
2. Work areas and furnishings of open plan offices versus traditional fixed-wall offices
3. Factors of the physical climate that help machines and people to function at their best.
4. Effects of improper environment on people and machines

Unit 9

1. Identify individual career goals
2. Study about common word processing and information processing careers
3. Evaluate potential places of employment

Unit 10

1. The four basic forms of information
2. The various technologies that form the subsystems of an information processing system.
3. The problems of office systems that cannot communicate with each other to further process information.
4. Technologies involved with linking subsystems of an information processing system.

Follow-Up Evaluation

Ascension Parish
St. Amant High School

EXEMPLARY PROJECT EVALUATION

Word/Information Processing with Microcomputers
in Business Education

GRADUATE EVALUATION

You have graduated one year ago from St. Amant High School. In your senior year you participated in a WORD/INFORMATION PROCESSING EXEMPLARY PROGRAM. Would you complete the following questions for our business department so that your knowledge can help us update the WORD/INFORMATION PROCESSING course?

Please place a check in the space provided	Yes	No	NA
1. Has the knowledge that you acquired while taking the course been put to any use during your first year out of high school?			
2. Do you feel that as a result of your taking word/information processing that you are more advantaged educationally than other people?			
3. Do you feel that because you have taken this course you were better able to identify career opportunities?			
4. Do you feel that the equipment used during the year that you took word/information processing was similar to what you have seen in the business world?			
5. Are you currently employed?			
6. Did your knowledge of word/information processing at the microcomputer help to acquire your current job?			
7. Did your knowledge of microcomputers help to acquire your current position?			
8. Do you feel that your knowledge of desirable character traits helped you in acquiring your job?			
9. Do you feel that your knowledge of developing a positive attitude in working and getting along with others help you in acquiring your job?			

Please answer the following questions:

1. If you are continuing with your education, what do you feel the course, Word/Information Processing has done for you?

2. If you are currently employed, how has the course Word/Information Processing helped you in your current position?

3. If you could return to the classroom, what would you ask be included in this course?

4. Now that you are graduated a year, what do you feel was the greatest part of the course?

5. What was the weakest part of the course?

6. Please list what you are doing at present. If you are employed, please list the name of the company for which you work and its address.

SAMPLE LETTER TO EMPLOYER

Business Department
St. Amant High School
P.O. Box 500
St. Amant, LA 70774

July 1, 1986

Mr. John Doe
Employers, Inc.
111 Any Street
Funtown, LA 70737

Dear Employer:

In the 1984-85 school year, one of your employees,_____, was enrolled in our vocational program. He/she took part in a project that was to upgrade our business department by having the students use micro-computers while learning word/information processing. We felt at the time that our students would be educationally advantaged because of training on micro-computers and because of this experience would obtain a better position.

Would you be able to tell us if,_____, obtained his/her position of employment because of computer knowledge? If so, would you fill out the form provided and return it to us?

Sincerely,

Marine Nobile
Word Processing Teacher

tmw

Enclosure

St. Amant High School
P.O. Box 500
St. Amant, LA 70774

Employer Evaluation of Students
Exiting Word Processing Course

EXEMPLARY PROJECT
INFORMATION FORM

Please circle the numbers that best describe the skills of your employee, a former student of ours. (Four represents a high degree of skill; one, a low degree.)

1.	Your employee obtained his/her position because of computer knowledge.	1 2 3 4 NA
2.	Your employee has a working knowledge of the word processing cycle.	1 2 3 4 NA
3.	Your employee can organize and manage a microcomputer work station efficiently.	1 2 3 4 NA
4.	Your employee knows of career opportunities in word processing.	1 2 3 4 NA
5.	Your employee can set priorities for tasks and make decisions.	1 2 3 4 NA
6.	Your employee exhibits desirable character traits in handling confidential matters.	1 2 3 4 NA
7.	Your employee exhibits a positive attitude in working and getting along with others.	1 2 3 4 NA

Please make recommendations for improvement of the St. Amant High School Word/Information Processing Course?

_____

_____

_____

_____

_____

WORD/INFORMATION PROCESSING
CURRICULUM GUIDE FOR MICROCOMPUTERS

Emphasis in this course should be placed on hands-on operation at the computer/word processor. Activities should include keyboarding information, word processing, programming in BASIC, using educationally and commercial sponsored prepared software, and using educational and skill developing games for fun on the computer.

Additional topics can be added to the course, however, we feel that all areas cannot be covered because of the number of students involved per computer.

The following is the curriculum guide used in this course:

I. History of Computing

II. The Origin of Word Processing

- A. Methods of Processing Words
- B. Traditional versus Modern Office
- C. Word Processing Cycle

III. The System

- A. People
- B. Machines
- C. Procedures
- D. Environment

IV. Human Relations Skills

- A. Developing Positive Attitudes
- B. Handling Different Situations
  1. Routine Situations
  2. Confidential Situations
  3. Pressure Situations

V. Good Communication Skills

- A. Oral communication
- B. Written communication
- C. Auditory communication

VI. Equipment Involved

- A. Dictation
- B. Transcription
- C. Microcomputer
- D. Printer

VII. Software

VIII. Mailable Copy Formats

A. Advantages
B. Disadvantages
C. Mailable Copy Formats
   1. Letters
   2. Envelopes
   3. Tables
   4. Reports
   5. Forms
D. Implementing the Word Processing Cycle in the Production of a Mailable Copy
   1. Input
   2. Output
   3. Revision
   4. Distribution
   5. Storage

IX. Producing Mailable Copy from Shorthand Notes

A. Advantages and Disadvantages
B. Implementing the word processing cycle in the production of mailable copy (same as above)

X. Producing Mailable Copy from Rough Draft

A. Advantages
B. Disadvantages
C. Implementing the word processing cycle in the production of mailable copy (same as above)

XI. Producing Mailable Copy from Machine Dictation

A. Advantages
B. Disadvantages
C. Same as above

XII. Information Processing

A. Evolution
B. Subsystems
C. Linking Information Processing Machines

XIII. Career Opportunities

XIV. Programming in Basic on the Microcomputer

A. Getting Started in BASIC
   1. Introduction to programming
   2. Entering and running a program

B. Designing Programs

C. Using Read and Data Statements
    1. Using the keywords:
        a. GOTO
        b. IF...THEN
        c. READ
        d. DATA
D. Improving the Appearance of Printed Reports
    1. Planning the report
    2. Using BASIC to format a report
E. Designing Interactive Programs

APPENDIX

EQUIPMENT SPECIFICATIONS

10 ea. System Unit--IBM Personal Computer System with the following specifications:

16 bit microprocessor, (8088) 64K user or Random Access Memory standard, with expandability up to 256K on the system board and up to 640K adding memory feature cards. 40K permanent or Read Only Memory
Power-On Automatic Self-Testing of System Components
Built-In speaker for sound or music
Built-In cooling fan
Five expansion slots, with ability to add eight or more

Diskette Drives

Two 160KB diskette drives supporting 5¼" diskettes
Capability of adding 10MB or 20 MB fixed disk drive
DOS operating system

Keyboard - Minimum 83-key typewriter like format
Adjustable typing angle
10-digit, claculator-like numeric keypad
10 special function keys
"Print Screen" key

10 ea. Display - Amdek Video 310A with the following specifications:

Amber non-glare screen
80 x 24 character display
Capable of displaying up to 25 lines of text
Brightness and contrast controls
12" minimum diagonal screen
Resolution minimum 960 line center and 800 lines corner
Complete with interface cable

1 ea. Typewriter like Quality Printer; Qume Model 11 sprint printer with the following specifications:

Minimum 35 characters per second for paper up to 15" wide
Fully formed characters
96-character metal tipped print wheel
Complete with tractor feed
Complete with one print head
Complete with one ribbon
Parallel Interface

2 ea. Matrix Printer, Prowriter I No. 8510AP with the following specifications:

10" carriage; 8" max. print width
80 columns
120 characters per second
Uni-directional and bi-directional print directions
Character spacing; pica, compressed font, elite, proportional
Line spacing variable to 1/144"
Tractor or friction feed
Cartridge type ribbon
Minimum 1K buffer
Graphics capability
Automatic vertical and horizontal tabbing
Complete with one ribbon

1 ea. Matrix Printer, Prowriter 2 with the following specifications:

15" carriage; 13.6" max print width
136" columns
120 characters per second
Uni-directional and bi-directional print direction
Character spacing; pica, compressed font, elite, proportional
Line spacing variable to 1/144"
Tractor or friction feed
Cartridge type ribbon
Minimum 2K buffer
Graphics capability
Automatic vertical and horizontal tabbing
Complete with one ribbon

6 ea. AC Linefitter, Surge Protectors;

6 outlets
5' cord

9 ea. Floppy Disk Managers

COMPUTER SOFTWARE REQUIREMENTS

Your Personal Computer Tutor	Texasoft	
Merge 'n Print for the I.B.M. P.C.	MBS Software	D00230
I.B.M. Conversion	Southwestern	Z0181
Friendlywriter with Friendly Speller	Friendly Soft	
I.B.M. P.C. APP Easywriter	Prentice-Hall, Inc.	G06A10
I.B.M. P.C. APP Wordstar	Prentice-Hall, Inc.	G06A23
6 Boxes Printer Paper		
1 Box Labels		
300 Blank Diskettes		
Basic Keyboarding Book	Southwestern	T 37
Learning Activity Pack-Ctr, Tbl, & Forms	Southwestern	T 371
Learning Activity Pack-Letter & Memo	Southwestern	T 372
Learning Activity Pack-Reports, Minutes, Schedules	Southwestern	T 373
Learning Activity Pack-Reports, Minutes, Schedules	Southwestern	T 374
Word Processing Applications in Practice	Southwestern	W 75

ASCENSION PARISH
ST. AMANT HIGH SCHOOL
EXEMPLARY PROJECT EVALUATION

Word/Information Processing with Microcomputers
in Business Education

To be completed by the student:

The microcomputers located in the business education department were installed as the result of a grant received for an exemplary project through vocational education. One of the requirements of the grant is to evaluate the project as part of the final report to be submitted by November 17, 1984. We are requesting that you complete this evaluation form and return it to your teacher.

Please check your grade level: 10th_____ 11th_____ 12th_____

1. Can you define word processing and describe its role in business and society?	Yes	No
2. Did you develop a working knowledge of the word processing cycle: the recording process (longhand, shorthand, or dictated), the input process (keyboarding), the revision process (correcting and editing), the filing process (storing and retrieving), and the output process (final printed copy).	Yes	No
3. Did you have "hands-on" learning experience using microcomputers?	Yes	No
4. Did you organize and manage a microcomputer work station efficiently?	Yes	No
5. Did you identify career opportunities in word processing?	Yes	No
6. Did you set priorities for tasks and make decisions?	Yes	No
7. Did you understand the desired character traits desired when handling confidential matters?	Yes	No
8. Did you develop a positive attitude in working and getting along with others?	Yes	No
9. Do you feel that as a result of being enrolled in the computer course, you will be educationally advantaged in a job market requiring computers?	Yes	No

10. Will you recommend that other students take this computer course? Yes No

11. Did you like this course? Yes No

12. If "No," why?

13. What did you like most about this computer course?

14. What did you like least about this computer course?

15. What was the most interesting section or topic of the computer course?

16. Are there any sections in this course that should be eliminated? If "Yes," what are they and why?

17. What do you think should be changed or added to this computer course in order to make improvements?

ASCENSION PARISH
ST. AMANT HIGH SCHOOL
EXEMPLARY PROJECT EVALUATION

Word/Information Processing with Microcomputers
in Business Education

To be completed by staff members and returned to the vocational supervisor:

The microcomputers located in the business education department were installed as the result of a grant received for an exemplary project through vocational education. One of the requirements of the grant is to evaluate the project as part of the final report to be submitted by November 17, 1984. We are requesting that you complete this evaluation form and return it to the Supervisor of Vocational Education as soon as possible.

Please Check Position:

Principal/Assistant Principal	_____
Teacher	_____
Vocational Supervisor	_____
Department Chairperson	_____
Director of Secondary Education	_____
Other Supervisory Personnel	_____

1. Do you feel that as a result of this project, the students in your school will be educationally advantaged in a job market requiring computers? Yes No

2. Do you feel that your students will be advantaged in a job market requiring word/information processing? Yes No

3. Do you feel the students have been given the opportunity to evaluate their interests and abilities in making a career choice involving computer technology in the business field? Yes No

4. Do you feel the project has updated the business department in order to improve the quality of the program? Yes No

5. Do you feel the equipment purchased is of quality necessary to carry out sufficiently the objectives of the project and future needs of the course? Yes No

6. Do you feel the equipment being used in the program is similar to actual equipment used in industry and business? Yes No

7. Do you feel the computer project in word/information processing being piloted in the business education department should be continued as a permanent program in the department? Yes No

8. What do you consider the most important features of the project "Word/Information Processing with Microcomputers in Business Education?"

9. What do you consider to be the main deficiencies of the project?

10. What do you think should be changed or added to this computer course in order to make improvements?

11. Comments or Suggestions: